



THE BEWDLEY SCHOOL

Learning for Life - Achievement for All

Inclusion Support & Aspiration SEND

Policy Review: April 2019
Re-Adoption Date: April 2019

Next Review Date: April 2020

This policy should be read in conjunction with:

- Safeguarding Policy
- Supporting Students with Medical Conditions
- Curriculum and assessment
- Equal Opportunities
- Assessment and feedback Policy
- School Vision

The Bewdley School & Bewdley Sixth Form SEND Policy – Our School Offer

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 and has been written with reference to the Equality Act 2010, Children and Families Act 2014, Special Educational Needs and Disability Regulations 2014, Education Act 1996 and Worcestershire County Council's Local Offer. The policy will be reviewed annually by the Senior Leadership Team, Special Educational Needs Coordinator (SENCO), and SEND Governor following consultation with staff, parents of students with SEND and the students themselves.

Who to contact?

Although every teacher in the school is a teacher of students with SEND, staff with a specific responsibility for ensuring the inclusion and progress of students identified with SEND are:

Assistant Head (Teaching and learning/SENCO)
Assistant Head (Assessment and Student progress)
Deputy Headteacher (DSL)
Inclusion Manager
Inclusion Team
Behaviour Support Team
Attendance Officer
Careers Adviser

If a parent/carer wishes to speak to a member of staff about their child's additional needs they should contact Mrs Heseltine (Inclusion Manager) or Mr Willis (SENCO) in the first instance .

The Local Offer

Following the introduction of the SEND Code of Practice: 0 to 25 years in September 2014, all local authorities are now required to publish a 'Local Offer' which sets out in one place information about provision that is available for children and young people in their area who have SEN and/or a disability. The Local Offer, together with information on SEN reform in Worcestershire is available from <https://worcestershirelocaloffer.org.uk/#/directory>.

Rationale of Our Approach

Any student may encounter difficulties in school at some stage. At The Bewdley School and Bewdley Sixth Form, it is the ethos of the school to provide every student with a safe, caring, learning environment that meets individual needs. All staff are responsible

for meeting students' needs so that each individual can develop to their full potential, irrespective of ability, race or gender.

We foster a climate that supports flexible and creative responses to individual needs. We recognise that students learn differently and provide opportunities so that individual needs are met. We embrace the entitlement of all students to a broad and balanced education and celebrate success, regardless of learning style, difference or ability. We believe that identifying students' support needs early is vital so that appropriate interventions can be delivered by the school or partner organisations (Health, Education etc). We acknowledge that a system which works for every student and family needs establishing on entry to the school and requires a flexible approach to meet individual needs.

Purpose

- To identify students' needs on entry
- To have an efficient referral system
- To have an efficient diagnostic system
- To ensure that all staff are aware of SEND procedures
- To ensure the wishes of the student concerned, in the light of their age and understanding, are taken into account
- To support and encourage all students to maximise their full potential
- To ensure that parents of students with special needs are informed and consulted and their views in respect of their child's particular needs are taken into account.
- To provide a forum where parents can be further supported through our regular consultations and briefings
- To give full access to a broad and balanced curriculum with the appropriate differentiation when required
- To ensure that special arrangements and targets for progression are embedded in our provision maps for SEND students
- To review provision maps termly
- In addition, to hold annual reviews for students with an Education, Health and Care Plan
- To collaborate with external agencies in identifying and helping those students with learning difficulties
- To monitor and record progress of all students with special needs
- To maintain links with other schools in the locality
- To liaise with governors concerning provision for SEND students in our school
- To review SEND provision and policy annually

Our School Offer

The 'SEND Policy – Our School Offer' details how The Bewdley School and Bewdley Sixth Form will meet the needs of students with SEND. We work together to enable all students to have access to a broad and balanced curriculum. Where a child or young person is covered by SEN and/or disability legislation, The Bewdley School is fully committed to ensuring reasonable adjustments and access arrangements are in place to ensure all students achieve their full potential

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Equality Act 2010 defines a disability as '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*', where 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Having a disability does not necessarily mean you also have special educational needs.

The Four Broad Areas of Need (SEND Code of Practice: 0-25)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is said to them or they find social rules of communication difficult to understand or do not use them. Children and young people with Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction. Provision includes:

- Ensuring whole school awareness and understanding of communication and interaction needs
- Ensuring students can access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities
- Differentiating tasks by level/outcome/pitch/pace and grouping as appropriate.
- Scaffolding learning to maximise progress.
- Ensuring staff are skilled in adjusting the pace and order of activities to maintain interest and attention
- Adopting some small focused group teaching
- Using grouping arrangements or additional support in the classroom flexibly to promote social interaction, language use/understanding, and use of imaginative and creative thinking
- Establishing and developing peer support systems as appropriate
- Enabling access to ICT software to access learning for students as appropriate.
- Adopting an approach that incorporates routines, structured tasks and rewards
- Teaching life and independent skills as required

- Emphasising and addressing stress producing factors which might result in sensory overload
- Making mentoring opportunities available as required
- Supporting staff with implementing strategies and support for students with speech, language and communication needs.
- Ensuring staff are trained and able to implement strategies and support students on the autism spectrum
- Accessing other professionals as appropriate e.g. Educational Psychologist/Autism team/ Speech and Language Therapist (SALT) and/or Specialist teacher from an appropriate organisation or professional
- Undertaking Communication Friendly Environment Audit and adaptations made, as required
- Setting specific SLCN targets (e.g. vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills) which are monitored in line with advice from SALT and/or an appropriate organisation or professional.
- Having strategies in place to target and monitor social communication skills
- Having strategies in place to target and monitor motor co-ordination and organisation difficulties.
- Ensuring assessment for access arrangements for exams e.g. reader, scribe, extra time, breaks, separate room, language modified papers. Students are tested at the end of year 9 in accordance with JCQ regulations to confirm the access arrangements required.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Provision for these students will include:

- Differentiating to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.
- Accessing specialist teaching and learning programmes for dyslexia which are multi- sensory, and well-structured with opportunities for repetition and consolidation.

- Arranging to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD).
- Accessing TAs skilled and experienced in supporting students with general and specific learning difficulties.
- Using materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording.
- Ensuring staff are trained and able to support students with a range of learning difficulties, including SpLD. This would include training in Worcestershire Dyslexia Pathway/IDP materials. This might include support from external specialist professionals.
- Making effective use of IT equipment to support learning.
- Ensuring assessment for access arrangements for exams e.g. reader, scribe, extra time, breaks, separate room, language modified papers. Students are tested at the end of year 9 or start of year 10 in accordance with JCQ regulations to confirm the access arrangements required.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Provision for these students will include:

- Ensuring whole school practice promotes a programme of social and emotional skills for all students.
- Deploying TAs effectively to support access to learning and provide support during unstructured times.
- Using small group intervention programmes to support students in developing self-regulation/self-management skills.
- Having pastoral Support Plans in place to meet individual student needs.
- Using exit passes to enable students to leave a lesson if they become anxious.
- Ensuring access to the Inclusion Suite for students to reduce tension and anxiety and promote self-regulation.
- Making appropriate use of withdrawal groups for re-focus, reinforcement of skills and pastoral support
- Ensuring pastoral support across the school, including the attendance officer, school mentors and school nurse
- Making effective use of a school mentor or buddy system
- Involving school mentor and/or Educational Psychologist as appropriate
- Ensuring close liaison with external health professionals / CAMHS

- Making referral to Early Help/CAMHS CAST
- Applying risk assessment procedures routinely
- Ensuring Medical Education Team intervention for students diagnosed as too ill to attend school where medical evidence is available from a consultant.
- Having alternative provision intervention in place for students at risk of permanent exclusion
- Ensuring assessment for access arrangements for exams e.g. reader, scribe, extra time, breaks, separate room, language modified papers. Students are tested at the end of year 9 in accordance with JCQ regulations to confirm the access arrangements required.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Provision for these students may include:

- Ensuring accessible school environment including out of hours activities and school trips
- Making minor adjustments to classroom practices and materials/equipment as required
- Ensuring staff are skilled at selecting appropriate methods and materials in lesson plans to ensure access across the curriculum
- Identifying favourable seating arrangements
- Ensuring all staff are aware of individual students' sensory/physical disability and implications in all teaching and learning environments
- Ensuring staff are aware that for some students, a sensory or physical disability could impact on their language and social interaction
- Staff encouraging students to wear appropriate sensory equipment
- Staff ensuring that all students have understood all instructions
- Making students particularly aware of safety measures in Science labs/Technology rooms
- Implementing access arrangements for examinations
- Using pre-teaching prior to a lesson if appropriate
- Reviewing the school's accessibility and disability plans on a regular basis and identifying areas for improvement

- Accessing general whole school training, advice and support from external professionals, as appropriate
- Ensuring clinical diagnosis of impairment is understood by staff
- Ensuring assessment by appropriately qualified professional as necessary, which may result in involvement of other agencies on a regular basis, for example therapy sessions
- Ensuring staff and students have appropriate access to Communications skills advisor, Qualified Teacher Sensory Impairment and/or Mobility Specialist
- Accessing advice on the purchase and upkeep of particular equipment as a school
- Considering the need for adult support /key worker with specific skill set
- Advising on particular software technology to support access to the curriculum
- Ensuring staff are trained on Manual Handling
- Having arrangements in place to ensure students do not fall behind as a result of attending medical appointments.
- Having access to specialist rooms/equipment such as the physiotherapy room, bathroom management area, disabled toilets, hoists, changing bed, lift access to all upper floors, Evac Chair
- Ensuring there is a personal emergency evacuation plan (PEEP) in the event of a fire.
- Ensuring assessment for access arrangements for exams e.g. reader, scribe, extra time, breaks, separate room, modified papers. Students are tested at the end of year 9 or start of year 10 by appropriately qualified professionals as outlined in the JCQ regulations (<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>) to confirm the access arrangements required. Other external agencies may submit evidence for access arrangements as appropriate.

The Waves of Intervention

At The Bewdley School and Bewdley Sixth Form we provide support for students in 3 levels of intervention known as 'waves'.

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the students in the classroom. It includes providing differentiated work and creating an inclusive learning environment. Provision at wave 1 includes:

- Employing whole school Quality First Teaching (QFT) practice across the curriculum. Staff meet the 2012 Teachers' Standards, where all staff can adapt their teaching to respond to the strengths and needs of all their students including those with SEN or disability and within vulnerable groups of students (Teaching standard 5)
- Planning and preparation for effective student progress anticipates and provides for the needs of all students
- Selecting and using appropriate methods and resources in lesson planning
- Adjusting the pace of lesson for some students
- Ensuring staff are suitably qualified and experienced, and supported to gain skills and knowledge in areas that will improve teaching and support of students with SEN or disability. They have access to the SENCO and the Inclusion Team
- Differentiating properly using approaches which enable students to learn effectively. There is a differentiated approach to content, language and delivery to communicate lesson content
- Sharing information about student progress paths with all staff
- Ensuring work is set at an appropriate level to develop potential
- Staff demonstrating an awareness of the physical, social and intellectual development of students and how this determines a need to adapt teaching to different phases in a student's education
- Increasing visual presentation to meet needs of some children
- Modifying tasks with high literacy content across curriculum areas
- Differentiating curriculum and tasks
- Embedding self and Peer evaluation and review in QFT school practice
- Using paired learning
- Promoting teacher repetition and reinforcement, with on-going assessment of understanding of concepts
- Teachers taking account of how different students learn
- Teaching in either mixed ability or ability groupings
- Reviewing seating plans/learning groups regularly. Flexible groupings are used with a targeted focus on learning, monitored through measurable targets
- Deploying Teaching Assistants (where available) effectively to support the learning within the classroom
- Challenging and modelling within classrooms to develop learning

- Adapting and methodically organising physical organisation of classroom to ensure it is conducive to good learning for all students
- Undertaking classroom observations which identify learning behaviours
- Screening for learning difficulties is embedded
- Sharing of good practice amongst staff
- Identifying and acting upon environmental intolerances
- Tracking student progress effectively, including baseline assessment, the setting and review of individual progress paths which enhance or are in addition to whole class targets
- Ensuring the clarity of criteria for recording and measuring the progress of students with SEN/Disability for all staff
- Having a coherent pastoral support policy in place for whole school, with teaching roles and procedures well defined
- Having a proactive system to record student absence in place
- Ensuring Disability Discrimination Act (DDA) compliant access to education is secured for all students
- Having facilities in school to address personal care, dietary, toileting, medication needs and mobility support
- Having health care plans in place, including arrangements for the administration of medicine
- Ensuring the duty to provide aids for disabled students (Equality Act 2010)

Wave 2 describes specific, additional and time-limited interventions provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of students with similar needs. At The Bewdley School and Bewdley Sixth Form this includes:

- Using circle time to reinforce expectations and to develop learning, and social and emotional skills
- Accessing small group teaching in place for literacy and numeracy
- Individualising teaching programmes delivered in short sessions
- Using some 1:1 support outside the classroom
- Using a quiet area available with known staff
- Using teacher mentoring
- Using ongoing monitoring of student progress to identify ongoing concerns.
- Deploying TAs well to scaffold access to learning in mainstream lessons and support in unstructured times of day. Additional Adult support is used effectively and directed by teachers, are appropriately trained and have access to training to enhance professional development

- Using Individual Provision map to determine whether a student should access enhanced adult support where impact is assessed and constant re-focusing takes place with regards to groupings, programmes, teaching approaches
- Reviewing regularly against targets
- Focusing feedback on how much students have learned rather than description of support or qualitative comments
- Accessing extra formal assessment or access arrangements through support arrangements
- Using effective and targeted Catch-up Intervention programmes which focus on under achieving students
- Using manipulative tasks supported by adult and /or peer support, or alternative approach
- Introducing key points, content and concepts prior to a lesson.
- Introducing tightly managed and reviewed Pastoral Support Plans for students in danger of escalated concern
- Linking with special schools for advice and support in developing training, skills and learning environment

Wave 3 describes targeted provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. At The Bewdley School and Bewdley Sixth Form this may include:

- Using timetabled access to the Inclusion Suite with flexible teaching arrangements
- Accessing off site learning programme
- Allowing for reduced timetable to support study in other areas
- Enabling access to the Inclusion Suite 'safe haven' to reduce anxieties associated with learning, and support social and emotional development
- Using social skill groups
- Using physiotherapy room to enable visiting professionals to work with specific students
- Offering Specialist Teacher Advice on positioning of student according to need eg Sensory, Physical
- Using external Specialist Advice contributes to ongoing assessment and review
- Adopting a multi-agency approach through Early Help
- Ensuring a high level of ongoing home-school liaison planning and review
- Monitoring and reviewing student progress rigorously.
- Personalising programmes/ targeted assessment including advice and support from appropriate external agencies
- Analysing student presentation and levels of engagement informs intervention closely

- Using individual teaching where close analysis of student presentation requires intervention
- Providing 1:1 intervention programmes supported by highly skilled staff
- Teaching groups outside main classroom environment where appropriate.
- Employing alternative specialist methods of recording e.g. talking to scribe.
- Increasing adult : child ratio in class.
- Using planned and unplanned strategic withdrawal for skill based sessions
- Using specialist equipment to reinforce and sustain learning
- Assisting and supporting social interaction, independence, play, mobility, emotional well-being in play/lunchtimes through supervision
- Using flexible personalised student timetables may include a reduced timetable, for example when a student is experiencing difficulties attending school due to anxiety
- Using assessment/support from specialists within education and health such as:
 - Educational Psychologists
 - Speech and language therapists
 - Occupational therapists
 - Physiotherapists
 - Regency Outreach Support Team (physical difficulties)
 - Child and adolescent mental health service (CAMHS)
 - Community Paediatrician
 - School Nurse
 - Orchard Service
 - Kemp hospice
 - And other professional agencies

Identification of Special Educational Needs

At transition into year 7, if a student has been identified as SEN by their primary school they will be placed on the school's SEN register. All students are assessed on entry, building on information from previous settings. At the same time, we consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Subject teachers, supported by the senior leadership team, make regular assessments of progress of all students. These seek to identify students making less than expected progress given their age and individual circumstances and can include areas where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Assessment

Assessment identifies progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress will be quality first teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. In some children, difficulties become evident only as they develop. All staff who work within the school are alert to emerging difficulties and respond promptly. The school encourages parents to share concerns they may have about their child's development. Governors receive termly progress reports on all students with specific reference to groups including students with SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any factors leading to the inappropriate behaviour, such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

SEN Support

SEN support takes the form of a four-part cycle known as the graduated approach. The four parts are:

Assess – Assessment is carried out by school staff and/or external specialists. Parental agreement will be sought before external assessment is requested.

Plan - Where progress gives cause for concern, school will work with parents/carers to develop a plan to ensure that children/young people with SEN or disability receive the appropriate levels of support for their future learning and development. Class and subject teachers, supported by the Senior Leadership Team will make regular assessments of progress for all students. Where students are falling behind or making inadequate progress given their age and starting point they should be given extra support.

Do - This graduated response will be led by the SENCO and the Inclusion Team. Parents are encouraged to engage, contributing their insights into assessment and planning. Intended outcomes shared with parents/carers and reviewed with them.

Review: The effectiveness of the support and the impact on the student's progress should be reviewed in line with an agreed date. Reviews usually take place at the end of each term with provision and next steps discussed with parents. The Inclusion Team are also available at parents' evenings to discuss progress/concerns. Following consultation with parents, we may call upon external professionals to advise and assist further where:

- A student continues to make little or no progress
- A student is not developing as expected
- Is not responding to action being taken
- We may also consider the need for an EHCP.

If a child has an EHCP, a review meeting is held annually to review progress. External specialists supporting students are invited to attend and contribute to future planning of provision. All reviews taking place from year 9 must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHCP and where relevant should include effective planning for young people moving from children's to adult care and health services. The views, wishes and feelings of the student are vital.

Transition Arrangements for Vulnerable Students and those with SEND

Year 6 into Year 7

Once County has notified the school of the names of students moving to The Bewdley School, the Inclusion Team contact the feeder schools to identify those students who may need additional transition sessions. These students are not necessarily on the SEN register. The team also collects initial data on students who are on the SEN register. Following consultation with the feeder school:

- All students identified as needing additional transition sessions are offered two half day sessions (usually in June)
- At the sessions, students become familiarised with the school buildings, timetables, school policies, uniform and have opportunities to meet with staff and students. They are encouraged to take photographs and ask questions
- The aim of the sessions is to reduce anxieties and ensure transition is smooth and trouble free
- The sessions are in addition to the usual transition arrangements for all students and a parents' evening.
- If a student has an EHCP, staff from the Inclusion Team will attend their year 6 annual review at their primary school wherever possible and when notified.

- The Inclusion Team meet with the SENCOs from the main Primary feeder school to discuss students identified as SEN plus those students they are monitoring. The SEN files of all students are forwarded to the Inclusion Team
- Information gathered over the Spring and Summer Term prior to transition is collated and passed to all teaching staff ready for the start of the Autumn Term including information sheets on those students with EHCPs. The information sheets are written following consultation with the student on how they would like to be supported at school
- For those students who attended the additional transition sessions, progress is monitored over the Autumn Term to ensure transition has been successful.

Year 11 into post 16

The school's careers advisor supports students from KS3 onwards in identifying appropriate career paths. In year 10 and 11 students participate in Community Action and Work Experience to introduce them to the working environment and enable them to make a more informed decision on future options

For those students with an EHCP, the careers adviser submits a report for the annual review and meets with the student from year 9 onwards. Students are supported in:

- Identifying areas of interest
- Identifying qualifications required
- Identifying suitable courses/apprenticeships/employment (with an element of training)
- Applying for their chosen option
- Liaising with the Inclusion Team to ensure future provision is appropriate for the student
- Accompanying the student on transition visits.

If a parent/carer has a concern:

We encourage all parents/carers to contact school in the first instance if they have a concern about their child. This can be their form tutor, subject teacher, Director of Learning or the Inclusion Team. We endeavour to resolve issues as quickly as possible however if a satisfactory resolution is not reached, the Chair of Governors Mr W. Talbot may be contacted by post via the school address.

At each stage a response will be made as soon as possible. Parents/carers may also wish to seek advice or support from the SEND Information, Advice and Support Service (SENDIASS - formerly Parent Partnership Service) who can be contacted on 01905 768153 (website - www.SENDworcestershire.co.uk). SENDIASS can provide informal mediation to help in resolving any disagreements whether this is with the school or the local authority.

Further information available from:

Special Educational Needs and Disability Code of Practice: 0 – 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6>

Education Act 1996
<http://www.legislation.gov.uk/ukpga/1996/56/contents>

Equality Act 2010
<http://www.legislation.gov.uk/ukpga/2010/15>

Special Educational Needs and Disability Regulations 2014
<http://www.legislation.gov.uk/uksi/2014/1530>

Worcestershire County Council Local Offer
https://www.worcestershire.gov.uk/info/20416/special_educational_needs_and_disabilities_send_and_local_offer